

An Administrative Tool for Supporting Teacher Expertise in Literacy

<i>Assessment/Progress Monitoring</i>	<i>Notes</i>
Does the teacher observe the reading and writing behaviors of the students closely?	
Can the teacher articulate the behavioral evidence that is observed?	
Does the teacher have a benchmark assessment to determine each student's precise instructional reading level and begin teaching?	
Does the teacher have a system for ongoing assessment of reading behaviors?	
Does the teacher have an ongoing system for assessing and documenting growth in writing?	
Does the teacher keep anecdotal records of students' literacy performance?	
Does the teacher link assessment information directly to teaching and progress monitoring?	
<i>Teaching</i>	
<i>Classroom Environment and Management</i>	
Are materials well organized and accessible to students so they can work efficiently?	
Has the teacher taught and established routines that support order and efficiency?	
Are books and other written materials organized in a way that attracts students?	
Has teacher provided systems and tools for students to keep records of reading responses and writing (e.g. Reader's Notebooks, writing folders)?	
Has the teacher provided a well organized, inviting classroom library to promote wide reading?	
Do the students listen to and value each other's thinking?	
Are the students engaged in learning and independent?	
Do the students take responsibility for their own learning and for helping others learn?	

Oral Language	
Does the teacher engage students in meaningful conversation that expands their thinking?	
Does the teacher listen carefully to students' thinking?	
Does the teacher promote purposeful talk among students?	
Does the teacher intentionally build language skills (paraphrase, extend student language, build vocabulary)?	
Does the teacher use language that promotes student thinking and ownership of learning?	
Does the teacher promote the agency of the learners? (Their understanding that they can make decisions and control outcomes)	
Reading	
Does the teacher provide instruction that engages students in thinking and talking? (interactive read aloud and literature groups)	
Does the teacher work with small groups of students using leveled texts on a regular basis? (guided reading)	
Can the teacher articulate the rationales for groupings and changes in the groupings?	
Does the teacher use clear, explicit language to support students in problem-solving as they read?	
Does the teacher value and support independent reading?	
Does the teacher observe the reading behaviors of individuals and provide teaching that meets students' individual needs in the small group?	
Does the teacher value students' thinking and talking about books?	
Does the teacher engage students in writing about their reading in a variety of forms?	

Writing	
Does the teacher engage students in purposeful writing for a real audience?	
Does the teacher help students learn how to write from other writers (mentor texts)?	
Does the teacher provide explicit lessons that address the competencies of effective writers? (mini-lesson or guided writing)	
Does the teacher confer with individual writers to support their needs?	
Does the teacher engage students in talking about their work with each other (e.g. peer conference, group share)?	
Does the teacher analyze student writing to inform the direction of instruction?	
Phonics/Spelling/Word Study	
Does the teacher provide explicit teaching that helps students learn how words work? (mini-lesson)	
Does the teacher engage the students in the application of their understandings?	
Is there evidence that the teaching helps students learn a variety of flexible strategies for taking words apart while reading?	
Does the teacher consistently teach for the expansion of vocabulary both explicitly and within the context of reading and writing texts?	
Intervention <i>(May apply to a different teacher)</i>	
Does the teacher provide regular, intensive, supplementary teaching for the lowest performing students individually or in a small group?	
Does the teacher engage the students in reading and writing texts?	
Does the teacher provide explicit phonics and word study teaching based on students' needs?	
Does the teacher provide intervention teaching that is consistent with the classroom teaching (goals, language, assessment)?	

<i>Progress Monitoring</i>	
Does the teacher have a system for checking on and documenting the behavioral evidence of each reader and writer (e.g. reading records)?	
Does the teacher have a system for looking at each student's writing records to document growth and plan for teaching?	
Does the teacher share data on particular students with other support teachers?	
<i>Professional Development</i>	
Is the teacher articulate in describing professional learning goals?	
Does the teacher take action to achieve those goals?	
Does the teacher engage in continuous professional learning opportunities?	
Does the teacher show generosity in support for the learning of colleagues?	
Does the teacher show evidence of teamwork in educating the students in the school?	
Does the teacher take a positive problem-solving stance?	
Does the teacher show enthusiasm and interest in growing as a professional educator?	